

Prosperity-Rikard Elementary

381 South Wheeler Avenue
Prosperity, SC 29127

Grades	K-5 Elementary School	
Enrollment	506 Students	
Principal	Timothy J. Lyden	803-364-2321
Superintendent	Bennie Bennett	803-321-2600
Board Chair	Lee Attaway	803-345-7083

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	42	39	3	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Below Average	Yes
2005	Average	Below Average	Yes
2006	Average	Below Average	No

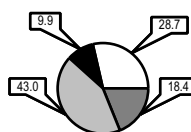
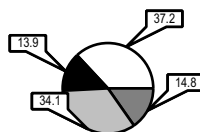
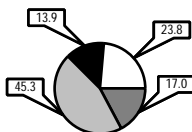
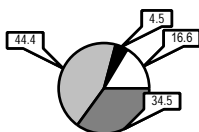
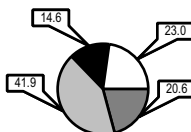
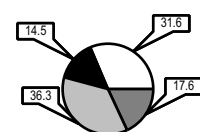
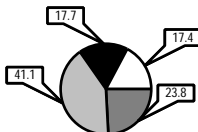
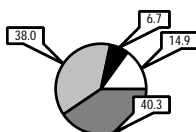
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	232	91.4	16.3	42.9	36.0	4.9	51.7	Yes	Yes
Gender									
Male	113	86.7	23.2	45.3	28.4	3.2	43.2	N/A	N/A
Female	119	95.8	10.2	40.7	42.6	6.5	59.3	N/A	N/A
Racial/Ethnic Group									
White	146	94.5	8.9	41.5	42.2	7.4	62.2	Yes	Yes
African American	77	85.7	27.9	49.2	23.0	0.0	31.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	88.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	182	100.0	14.4	41.4	38.5	5.7	55.7	N/A	N/A
Disabled	50	60.0	27.6	51.7	20.7	0.0	27.6	I/S	No
Migrant Status									
Migrant	4	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	228	91.2	15.0	43.5	36.5	5.0	52.5	N/A	N/A
English Proficiency									
Limited English Proficient	7	85.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	225	91.6	14.6	43.9	36.4	5.1	52.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	112	84.8	29.5	50.0	18.2	2.3	31.8	Yes	No
Full-pay meals	120	97.5	6.1	37.4	49.6	7.0	67.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	232	91.4	20.2	45.8	18.7	15.3	51.7	Yes	Yes
Gender									
Male	113	86.7	24.2	42.1	18.9	14.7	46.3	N/A	N/A
Female	119	95.8	16.7	49.1	18.5	15.7	56.5	N/A	N/A
Racial/Ethnic Group									
White	146	94.5	14.8	42.2	23.7	19.3	62.2	Yes	Yes
African American	77	85.7	27.9	59.0	6.6	6.6	29.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	88.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	182	100.0	17.2	44.8	20.1	17.8	56.9	N/A	N/A
Disabled	50	60.0	37.9	51.7	10.3	0.0	20.7	I/S	No
Migrant Status									
Migrant	4	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	228	91.2	19.0	46.5	19.0	15.5	52.5	N/A	N/A
English Proficiency									
Limited English Proficient	7	85.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	225	91.6	18.7	47.0	18.7	15.7	52.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	112	84.8	30.7	54.5	9.1	5.7	34.1	Yes	No
Full-pay meals	120	97.5	12.2	39.1	26.1	22.6	65.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	232	100.0	37.2	34.1	14.8	13.9	28.7
Gender							
Male	113	100.0	39.1	31.8	13.6	15.5	29.1
Female	119	100.0	35.4	36.3	15.9	12.4	28.3
Racial/Ethnic Group							
White	146	100.0	21.0	37.1	21.7	20.3	42.0
African American	77	100.0	65.3	30.6	1.4	2.8	4.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	182	100.0	29.3	36.8	16.7	17.2	33.9
Disabled	50	100.0	65.3	24.5	8.2	2.0	10.2
Migrant Status							
Migrant	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	228	100.0	36.4	34.5	15.0	14.1	29.1
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	225	100.0	35.5	35.0	15.2	14.3	29.5
Socio-Economic Status							
Subsidized meals	112	100.0	60.0	25.7	9.5	4.8	14.3
Full-pay meals	120	100.0	16.9	41.5	19.5	22.0	41.5

Social Studies							
All Students	232	100.0	28.7	43.0	18.4	9.9	28.3
Gender							
Male	113	100.0	32.7	39.1	17.3	10.9	28.2
Female	119	100.0	24.8	46.9	19.5	8.8	28.3
Racial/Ethnic Group							
White	146	100.0	16.8	42.7	25.9	14.7	40.6
African American	77	100.0	48.6	45.8	4.2	1.4	5.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	182	100.0	21.3	46.0	20.7	12.1	32.8
Disabled	50	100.0	55.1	32.7	10.2	2.0	12.2
Migrant Status							
Migrant	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	228	100.0	27.7	43.6	18.6	10.0	28.6
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	225	100.0	27.2	43.8	18.9	10.1	29.0
Socio-Economic Status							
Subsidized meals	112	100.0	48.6	41.9	5.7	3.8	9.5
Full-pay meals	120	100.0	11.0	44.1	29.7	15.3	44.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	86	100.0	20.0	30.0	41.3	8.8	50.0
	4	82	100.0	21.3	50.0	27.5	1.3	28.8
	5	80	100.0	17.9	44.9	33.3	3.8	37.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	98.6	17.2	26.6	48.4	7.8	56.3
	4	89	93.3	16.5	48.1	29.1	6.3	35.4
	5	74	82.4	15.0	53.3	31.7	0.0	31.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	86	100.0	18.8	57.5	16.3	7.5	23.8
	4	82	100.0	23.8	35.0	22.5	18.8	41.3
	5	80	100.0	24.4	32.1	23.1	20.5	43.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	98.6	28.1	48.4	14.1	9.4	23.4
	4	89	93.3	19.0	46.8	20.3	13.9	34.2
	5	74	82.4	13.3	41.7	21.7	23.3	45.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	86	100.0	42.5	41.3	13.8	2.5	16.3
	4	82	100.0	38.8	30.0	21.3	10.0	31.3
	5	80	100.0	46.2	20.5	12.8	20.5	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	100.0	43.1	32.3	15.4	9.2	24.6
	4	89	100.0	35.3	35.3	14.1	15.3	29.4
	5	74	100.0	34.2	34.2	15.1	16.4	31.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	86	100.0	15.0	53.8	13.8	17.5	31.3
	4	82	100.0	35.0	33.8	22.5	8.8	31.3
	5	80	100.0	37.2	38.5	10.3	14.1	24.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	100.0	21.5	41.5	27.7	9.2	36.9
	4	89	100.0	25.9	40.0	21.2	12.9	34.1
	5	74	100.0	38.4	47.9	6.8	6.8	13.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 506)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.5%	Up from 2.9%	2.9%	2.8%
Attendance rate	96.9%	Down from 97.1%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.6%	Down from 10.5%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	8.6%	Down from 10.5%	0.2%	0.0%
Eligible for gifted and talented	15.2%	Up from 10.9%	14.5%	10.4%
On academic plans	15.2%	N/AV	28.0%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	9.4%	Down from 11.4%	7.3%	7.5%
Older than usual for grade	1.0%	Up from 0.6%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	65.8%	Up from 52.8%	55.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.5%	2.4%
Teachers with emergency or provisional certificates	2.9%	Down from 3.0%	0.0%	0.0%
Teachers returning from previous year	87.2%	Down from 90.7%	88.8%	87.3%
Teacher attendance rate	94.5%	Down from 95.0%	95.2%	94.9%
Average teacher salary	\$41,792	Up 2.8%	\$42,915	\$42,485
Prof. development days/teacher	18.8 days	Up from 14.6 days	12.5 days	13.3 days
School				
Principal's years at school	1.0	Down from 2.0	5.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 17.5 to 1	19.5 to 1	18.6 to 1
Prime instructional time	89.1%	Up from 88.6%	90.2%	89.7%
Dollars spent per pupil*	\$5,936	Up 2.5%	\$6,096	\$6,557
Percent of expenditures for teacher salaries*	69.7%	Down from 71.0%	64.7%	64.0%
Percent of expenditures for instruction*	75.7%		69.0%	69.1%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	98.7%	Up from 97.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of the School District of Newberry County and of Prosperity-Rikard Elementary School, in partnership with families and communities, is to develop responsible and productive life-long learners by providing appropriate instructional experiences in a safe, caring environment. To this end, we place an emphasis on academic achievement, involvement in the arts, civic and community relations, and a nurturing philosophy that is shared among students, teachers, staff, parents, volunteers, and community members.

We implemented Integrated Thematic Instruction (ITI) as a comprehensive school improvement model that places an emphasis on practicing, incorporating, and integrating life skills and lifelong guidelines into the academic curriculum and into daily interactions of all students and adults. We also implemented a recognition program for students that exhibit positive practice of life skills and lifelong guidelines called Cooperation, Preparation and Respect (CPR). In recognition of demonstrating CPR practices, students are presented with a CPR slip that is turned into the office. Names are drawn from each grade level and read over the afternoon announcements each day. Winners receive a gift certificate donated by local businesses.

During this school year, we piloted a Breakfast in the Classroom program that provided a healthy breakfast at no charge to all students in the school to help meet their daily nutritional needs. We also implemented a daily Morning Stretch for the entire school that allowed for physical activity that assisted in growth, learning, and thriving in the academic environment.

Academically, Prosperity-Rikard Elementary School achieved Annual Yearly Progress (AYP) as prescribed under No Child Left Behind (NCLB) legislation. We continue to use Integrated Thematic Instruction (ITI) as a brain-compatible instructional model grounded in the biology of effective instructional strategies and the development of conceptual curriculum. Teachers continue to participate in professional development opportunities that are geared toward improving academic achievement.

Numerous service-learning initiatives involved students, parents and staff. A canned goods drive during the holidays collected over 3,000 cans for Manna House, a local charity organization. We collected over \$11,500 raising money for the victims of Hurricane Katrina, Jump Rope for Heart, and Relay for Life.

Prosperity-Rikard Elementary School strives to provide a challenging and stimulating educational experience that meets the needs of our students and develops the learners of tomorrow, emphasizing daily successes that help make us the Pride of the Palmetto.

Mary Beth Richardson, SIC Chairperson
Timothy J. Lyden, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	69	40
Percent satisfied with learning environment	100.0%	84.1%	87.5%
Percent satisfied with social and physical environment	100.0%	79.1%	90.0%
Percent satisfied with school-home relations	100.0%	85.3%	89.5%

*Only students at the highest elementary school grade level at this school and their parents were included.